DOCUMENT RESUME

ED 190 451 SO 012 761

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TITLE Know an Ad. Teacher's Guide.
INSTITUTION Project Consumer Operations Survival Training (COST), Easton, Kans.
SPONS AGENCY Kansas State Dept. of Education, Topeka.
PUB DATE Dec 79
NOTE 47p.: For a listing of related documents, see SO 012 734.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Advertising: *Consumer Education: Early Childhood Education: Elementary Education: Grade 1: Kindergarten: Language Arts: Learning Activities: Social Studies: Teacher Developed Materials: Teaching Guides: Teaching Methods: Units of Study
IDENTIFIERS Project Consumer Operations Survival Training

ABSTRACT

This unit of study provides teaching guidelines and student material for use in kindergarten and first grade language arts or consumer education programs. Time allotment is six hours of classroom time over a period of two weeks. The objective of the capsule is to help students discriminate between advertisements and pictures in a magazine and to identify the purpose of ads. The material is divided into six segments which introduce the capsule and teach simple concepts about advertisement, including how to recognize an ad. Learning activities include discussing, playing games, cutting and pastings ads from magazines, writing activities, coloring, and helping with a bulletin board. Supplementary activities suggest filmstrip viewing, listening to guest speakers, going on field trips, making booklets, cutting up magazines, making puzzles, and making collages. The teacher's instructions include guidelines for making a puppet, scripts for the lessons, advance preparation information, keys to activities, a bibliography, and copies of all worksheets. (CK)

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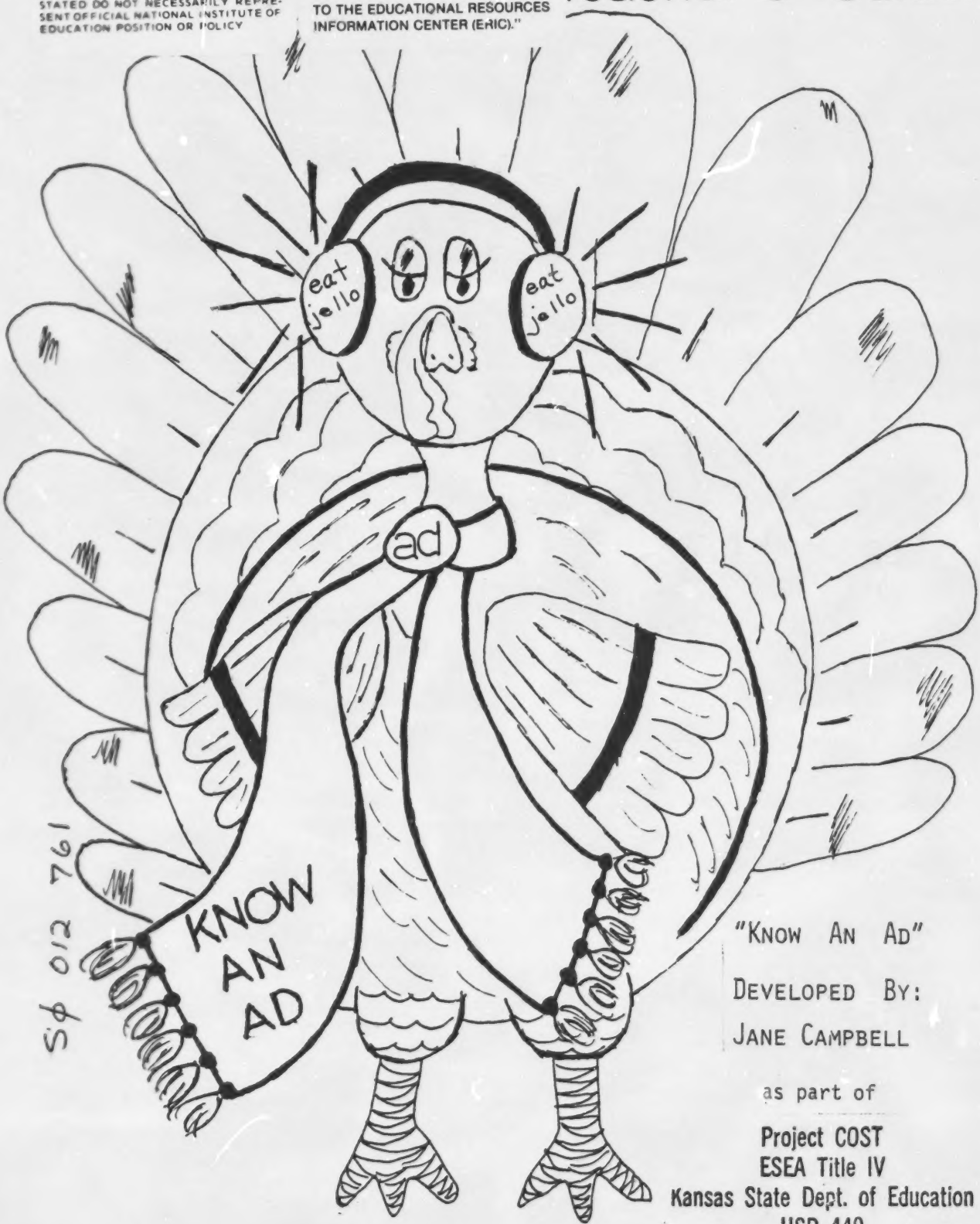
Teacher's Guide



SP 012 761

"KNOW AN AD"

DEVELOPED BY:
JANE CAMPBELL

as part of

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

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PUBLICATION DATE December, 1979

LEVEL/SUBJECT K-First Grade

TITLE Know An Ad

AUTHOR Jane Campbell

ABSTRACT:

Upon the completion of this capsule the student will be able to discriminate between ads and pictures in a magazine. He/she will be able to identify the purpose of ads and to recognize and write the word ad.

The capsule is teacher-directed and the activities are adaptable to either whole group teaching or the learning center approach.

The activities are teacher-made. In order for the capsule to be effective, a large number of different sized advertisements from magazines needs to be collected.

The capsule is designed to be completed in six hours of instructional time.

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MATERIALS NEEDED

15 oaktag cards 4" x 6"

7 pictures of ads

7 pictures of other objects (family, pets, etc.)

glue

1 Pre-Test Record Sheet and 1 pencil for each child

1 white or brown work glove

brown magic marker

1 square of red felt 4" x 4"

1 old nylon hose

2 black buttons

1 square of orange felt 8" x 12"

needle and brown thread

6 pieces of light weight cardboard 9" x 12"

6 pictures of advertisements from magazines 8" x 11"

6 smaller pictures of ads

1 shower curtain ring 1 3/8"

1 piece of oaktag 8" x 11" for each child

1 large picture of an ad for each child

1 sheet of oaktag 18" x 24"

1 dice

4 markers

20 pictures of ads 1 3/4" x 2 3/4"

15 star stickers

20 oaktag cards 2" x 3"

MATERIALS NEEDED (CON'T)

1 bulletin board paper 4' x 6' (white or colored)

1 old magazine for each child

1 pair of scissors for each child

bulletin board letters for the words--Our Ads--made from:

2 pieces of construction paper 18" x 24"

1 piece of manila art paper 9"x12" for each child

crayons for each child

1 pencil

1 Post-Test Record Sheet for each child

GENERAL INTRODUCTION

Tom Turkey is a hand puppet, which you will make, that will help you teach kindergarten students the capsule "Know An Ad". In our society, children have buying powers. Parents and teachers should be teaching children to use wise judgement to evaluate the products they buy. The main objective of this capsule is to teach the young child what an ad is when seen in a magazine. This capsule is teacher directed.

The organizational plan of this capsule is to spend about six hours of instructional time over two weeks. The activities are designed so that they are used with small groups of children, in an activity period along with other subjects such as math or reading. An example of this is as follows:

Introduce the concept you want your children to learn about ads, as a group. Then, as one group does the ad activity, the other groups could work with you doing reading or math activities.

EXAMPLE: A. Ad Activity ____ # of students

B. Teacher & Group ____ math (remedial)

C. Math, group activity

Change groups every 20 minutes. Divide the number of students you have by 3 to get groups. Or group the children by their needs.

GENERAL INTRODUCTION (CON'T)

The activities are two-fold as I planned each with two objectives. The first objective has to do with "Know An Ad" and the second objective will relate to specific needs of young school age children.

The activities will be labeled as to the objective so they can be used again after the capsule is finished.

The capsule can be used with either a large or small group. I feel the ideal time to teach this unit would be between Thanksgiving and Christmas. The children would be more advarced in the areas of following directions and language art skills, thus making the capsule easier to teach. Also, at this time, advertisements for children's toys are bombarding magazines and television. These ads would be interesting and motivating to this age group of 5-7 year olds.

KNOW AN AD

Objectives

Upon completion of this capsule the student should be able to:

* discriminate between ads and pictures in a magazine
* recognize that an ad influences consumer decisions
* write the word "ad"
* recognize the word "ad"

****

RECOMMENDATIONS FOR TEACHING:

1. Fun Time. Enjoy this capsule and have fun with your students. The activities are developed with this in mind. CHILDREN LEARN WHEN ACTIVITIES ARE FUN. Add your own ideas to this capsule also: BE CREATIVE.

2. The time between Thanksgiving and Christmas would be an excellent time to teach this capsule. Children are excited about Christmas, toys and vacations at this time and would be motivated to learn about ads that pertain to things they want for Christmas.

After this capsule is taught, you might want to teach the capsule on safe toys. This would be stimulating to the children during the holiday season.

PRE-TEST INSTRUCTIONS

The pre-test for this capsule indicates that the child can:

* recognize the word "ad"
* discriminate between an ad and a picture
* copy the word "ad"
* determine that an ad sells something

After administering each test question, you will mark his/her answer on a record sheet. These sheets should be kept to compare with the post-test records.

The testing is done individually and should take about 5 minutes per child. The directions for making the pre-test are on the following pages.

PRE-TEST MATERIALS

15 oaktag cards 5" x 7"

7 pictures of ads 4" x 6" from a magazine

7 pictures of animals, family, objects, etc. 4" x 6" from a magazine

1 pencil

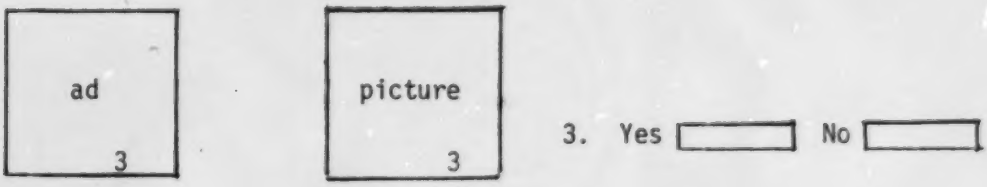
1 record sheet per student

****

DIRECTIONS FOR MAKING PRE-TEST

Cut out the word "ad" (found on the following page) and paste it on one 4" x 6" card. Cut and paste the pictures of ads on the 5" x 7" cards. Cut and paste the pictures of the objects on 5" x 7" cards also. Number the ad cards from 2 to 8 on the back. Number the picture cards from 2 to 8 on the back. Put pairs of cards together using the numbers to correspond to the question numbers on the record sheet.

EXAMPLE:



DIRECTIONS FOR USING THE PRE-TEST RECORD SHEET

The teacher marks the yes or no box as the child answers the questions of the pre-test.

ADMINISTERING THE PRE-TEST

The pre-test is given individually. The test will take about 5 minutes to give. The test could be done while the children are working or playing at different activities.

Have a child sit with you at a quiet place in the room. Tell the child you are going to show him/her some cards. You will ask him/her some questions about the cards.

The first card you will show the child is the card with the word "ad" on it. Ask the child if he/she knows what the word is. Record the answer on the record sheet. Next show Set 2 cards to the child and ask him/her which card is an ad. Continue to do this with the card sets 3, 4, 5, 6, 7, and 8. For question number nine ask the child, why are there ads in a magazine? Criteria for the answer to this question is that the child should know that ads sell something. The last question for the pre-test is having the child copy the word "ad" beside an example on the record sheet.

If the child is successful in taking the pre-test, have him/her do the unit with the group, using the child to help the other children do activities. This will help build a good self concept and confidence for that child.

PRE-TEST CUT OUT FOR QUESTION NUMBER ONE

NEWS about the pre- & post-test

In the original field testing of this capsule the author selected ads and pictures (from magazines) to be used by all teachers using this capsule. Duplication of these ads and pictures proved unsatisfactory. For this reason, the actual pre- and post-test pictures and ads have been omitted from the capsule. You will need to select eight ads and eight pictures to use with your students for these test items. Glue each ad to a sheet of tagboard. These ads and pictures will make up the card sets discussed on page 9 of this guide.

Item 1 asks the student to read the word "ad". For item 2, show a picture card and an ad card. The student is to identify the ad. Continue to show a picture card and an ad card until all eight sets of cards have been used. Save these cards for the post-test.

TOM TURKEY HAND PUPPET

MATERIALS NEEDED:

1 white or brown work glove
1 piece of orange felt 8" x 12"
1 brown magic marker with a wide tip
1 piece of red felt 4" x 4"
1 old nylon hose to stuff turkey head
2 black buttons for eyes

INSTRUCTIONS FOR MAKING TOM TURKEY

(1). Draw brown lines on white glove--palm and fingers to represent feathers. If brown glove is used, do not draw lines.

(2). From orange felt cut two head pieces together on outside. Stuff head with nylon hose.

(3). Cut comb from red felt and glue over turkey's beak.

(4). Sew or glue turkey's button eyes on head.

(5). With needle and thread "whip" (sew) the head on the middle of the glove palm.

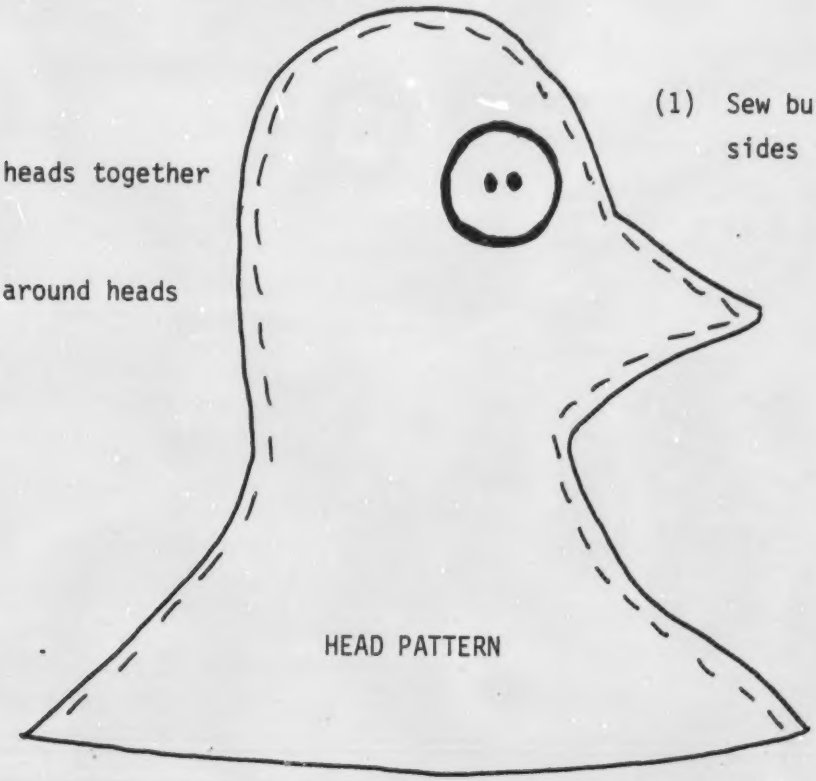
(ILLUSTRATED DIRECTIONS AND PATTERNS ARE FOUND ON THE FOLLOWING PAGES.)

CUT TWO HEADS

(1) Sew buttons on both sides for eyes.

(2) Put heads together

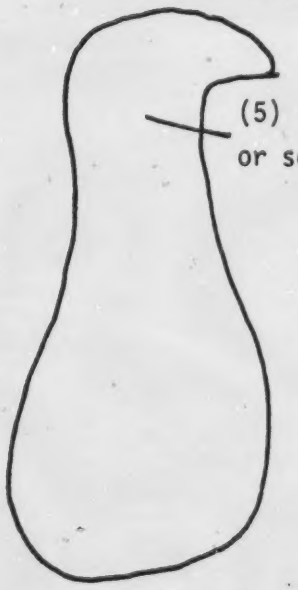
(3) Sew around heads

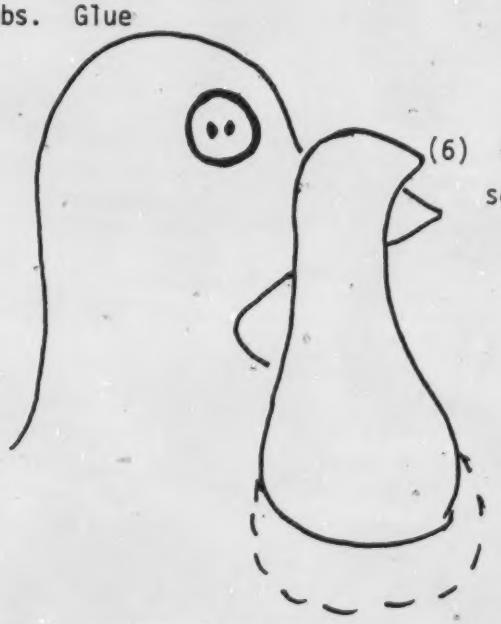


HEAD PATTERN

(4) Stuff with nylon hose

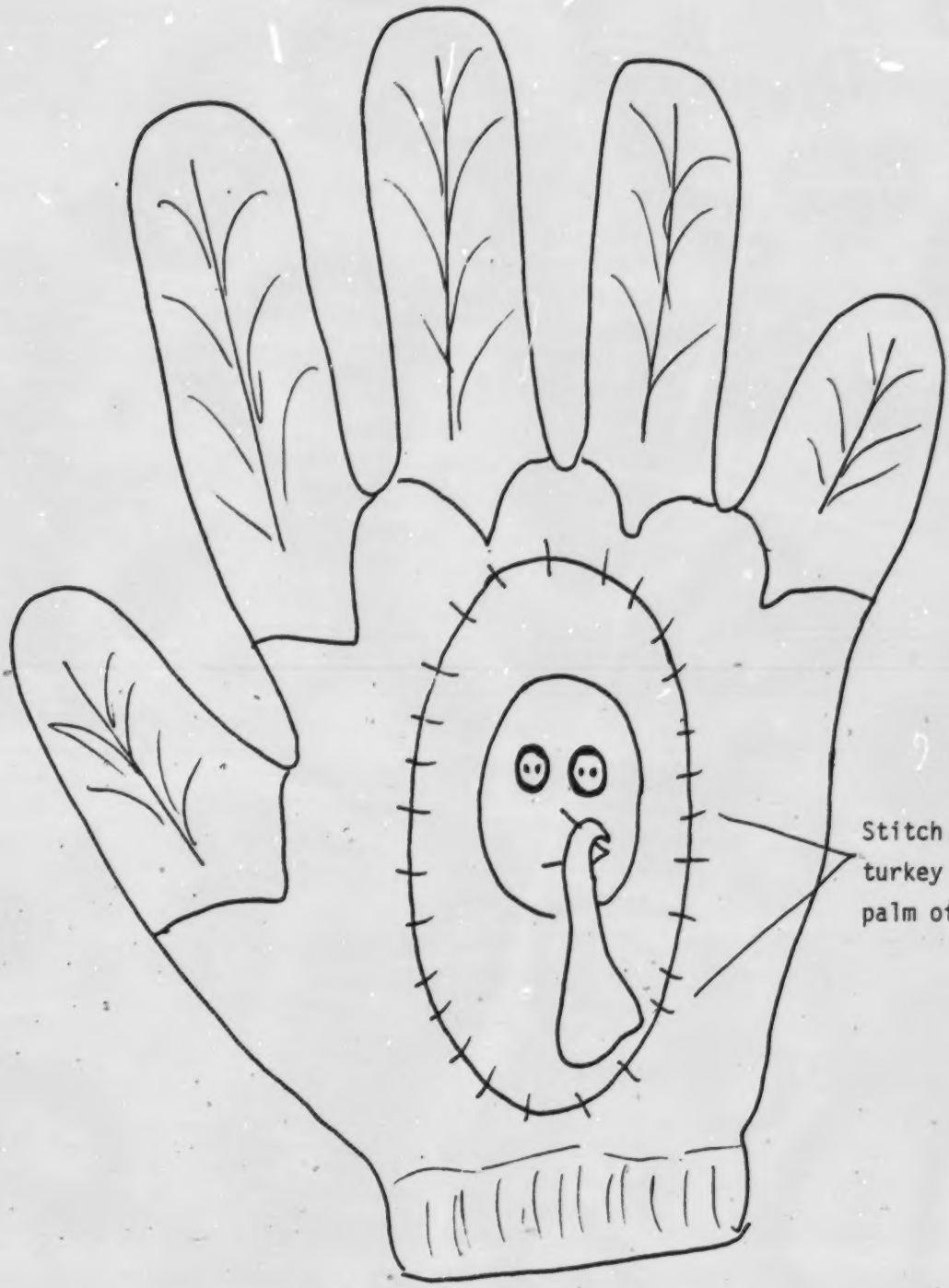
(5) Cut two combs. Glue or sew together





(6) Glue or sew comb on beak.

TOM TURKEY PUPPET (CON'T)



Stitch completed turkey head on palm of glove.

SESSION 1: INTRODUCTION TO CAPSULE

(20 to 30 minutes)

Using a group activity approach, introduce Tom Turkey, a hand puppet, to the children. As: (put puppet on hand)

TEACHER: Children, this is Tom Turkey. He is going to help us learn something about magazines. Say "Hi" to Tom, children.

(children respond)

Tom Turkey will introduce all the activities in the capsule. After the children respond to your introduction, Tom takes over to tell the children about the capsule, Know An Ad.

TOM: Hi! How are you guys? I'm Mr. Tom Turkey. I used to be just a Big Turkey. But I got to change my name to Tom Turkey. Do you know why?

(children respond)

TOM: I used to sit around watching television and I thought the ads or commercials were part of the story on T.V. I would look at magazines and think that the ads were part of the story. But you know what? They aren't. Do you know wath ads are?

(children respond)

continued on the following page

TOM: Ads are ways to tell people about things they can buy. Companies who make things tell you about the things on television or in magazines.

I used to watch the ads thinking they were the story. Then one day I learned ads were ways to get you to buy their products or things they make. I got so smart about knowing what an ad is that instead of everyone calling me Big Turkey, they started calling me Tom Turkey. Ha! Ha! Ha! Are you guys big turkeys?

(children respond)

TOM: Well, I'm going to help you not to be a big turkey. I'm going to help you recognize what an ad is and then we will all be smart children, right?

(children respond)

TOM: Well, I've got to go today. I'll see you soon. And I'll bring some fun things to do. Bye for now!!!

TEACHER: Bye, Tom! Class we'll be seeing Tom Turkey for the next two weeks when he has time to stop and see us and bring us more information on how to recognize an ad.

SESSION 2:

(30 minutes)

Through class discussion explain to children what an ad is.

RELATED SKILL: To develop verbal response and oral skills.
To practice using alphabetical order.

Use Tom Turkey for introducing Session 2.

TOM: Hi class! I'm back to see you. Today, we are going to talk about what an ad is. Do any of you know?

(class response)

TOM: Who can tell me what an ad is or what it does?

(class response)

---

* Teacher proceeds to discuss with the children what an ad is and has examples of ads in a large 9" x 12" booklet.

When discussing with the children try to cover the following concepts about advertisement.

1. What an ad does: An ad is a picture that tells the reader or person looking at the picture to buy something.
2. Who advertises: The company who makes the product will buy space in a magazine to tell the reader to buy his product.

3 & 4. Why do people advertise: & What people advertise: Companies advertise or put the picture of something in the magazine so you and your family will know there is something to buy.

5. How do people advertise: Companies pay the magazine money for the space on a page in the magazine to print the picture of their product on the page and tell about it.

* As you are discussing comcepts of advertising, show the ad booklet and show the child examples of ads.

After discussion, play the following game, Walk On Over, with the group for reinforcement of concepts.

DIRECTIONS FOR MAKING AD BOOKLET-- SESSION 2

MATERIALS NEEDED:

6 oak tag boards or card board 9" x 12"

6 pictures of advertisements 8" x 11"

6 smaller pictures of ads

1 metal shower curtain ring

DIRECTIONS:

Glue pictures of ads on front and back sides of oak tag. Punch a hole in the left hand corner of the cards and place them on a metal shower curtain ring-- 1 3/8" diameter.

This will allow you to flip or remove the cards as you talk about them. Pass the booklet around when finished with discussion so the children can look at it. Put the booklet in your classroom library so the children can view the booklet at a later time.

DIRECTIONS FOR PLAYING THE GAME: WALK ON OVER

Place 8" x 11" cards on the floor around the room so each child has enough room to stand by one card. Have children sit in one large group by using ABC order of first name for choosing the player, have the child choose a card, hold it up and tell what the product is, what the producer wants to sell, and whether or not he would buy it.

Be sure to have enough ad cards so each child has a card to talk about.

Encourage the children to have fun and talk when it is their turn. Do not force a child to respond if it will cause him embarrassment.

* Directions for making the game Walk On Over are on the following page.

DIRECTIONS FOR MAKING THE GAME: WALK ON OVER

MATERIALS NEEDED:

oak tag cards size 8" x 11" (one for each child)

large size ads from magazines (one for each oak tag card)

DIRECTIONS:

Glue ads on the oak tag cards. Laminate the finished cards. If a laminator is not available, cover the finished cards with clear contact paper.

ILLUSTRATION OF CARD LAYOUT:

Place cards randomly around the room. This will give the small child a chance to move around when playing the game.

SESSION 3

(20 - 30 minutes)

To reinforce the concept of an ad and recognize an ad.

Related Skills: To practice recognizing numerals from 1 to 6 and matching number of moves to numeral, and to follow directions in playing a game.

Tom Turkey introduces the AD Game. (Instructions for making the Ad Game are on the following pages with directions.)

TOM: Today, friends, we are going to play a game about ads. Would you like to play a game, children?

(class responds)

TOM: I'm going to choose 4 children to play the game. The rest of the class will watch. When I call out your name come to the center of the room and be seated. (Tom chooses 4 children)

TOM: This game is a fun game. Your teacher is going to explain how to play the game. You know teachers are good about telling children how to do things. Will you all be good listeners?

(children respond)

TOM: Great! I'm going to go for now. Follow your teacher's directions and I'll see you soon. Bye!

*NOTE: Teacher directions are found on the following page.

TEACHER DIRECTIONS FOR THE AD GAME:

The teacher will give the following directions for the game:

(1) To know who starts the game, roll the dice and the child who gets the highest number on the dice is first. Move clockwise around the group for turns.

(2) Place all cards face up. First child draws a card. He/she states whether the card is an ad or not. If the child gives the correct answer, he moves the number of spaces that is on the card. The object of the game is to be the first player to move around the game board to the winner circle. If the player doesn't give the correct answer he may not move.

(3) The cards can be self checking by having a * on all the ad cards and non-ad cards be left blank on back.

(4) After a child has drawn a card and made his move, he/she places the card face up on the bottom of the pile of cards.

DIRECTIONS FOR MAKING THE AD GAME--SESSION 3

MATERIALS NEEDED:

1 large piece oak tag or other cardboard
1 dice
4 markers
20 ad; non-ad cards (2" x 3")
15 star stickers

DIRECTIONS:

(1) Mark off the cardboard for the game. (example on the following page) The game board can be colored or left black and white. (use your creative talents) Laminate the board or cover it with clear contact paper.

(2) Cut from a magazine 15 small ads and 5 small pictures. Glue them on the cards. On the back of the ad cards, draw a colored star or paste on a star sticker. Leave the picture cards plain on the back. Laminate the cards.

*NOTE: By leaving the game board void of markings, the board could be used to play other games.

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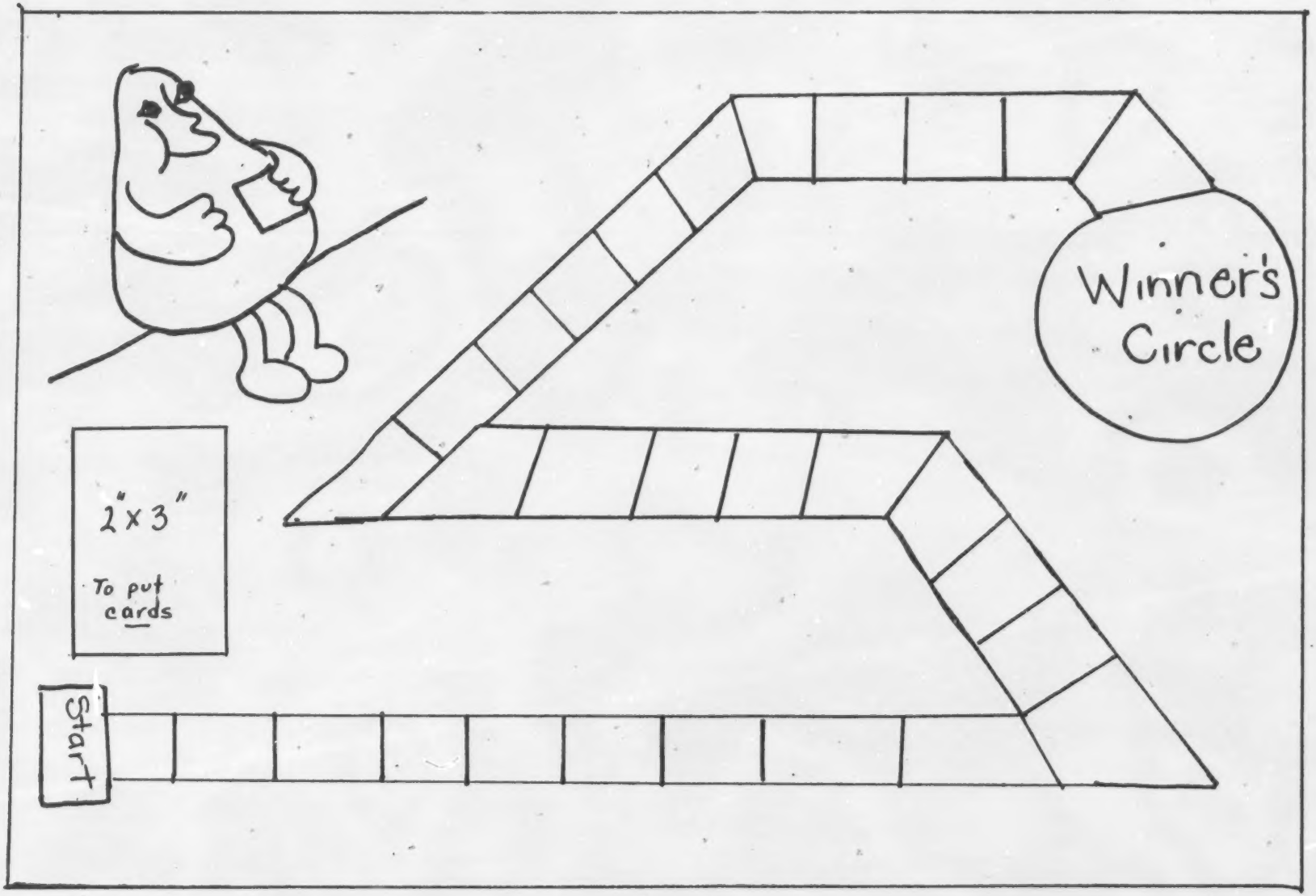


AD BULLETIN BOARD

As the children work at their tables, go around, if you have time, and check their progress.

The children glue ads on the paper. When the ads have been glued on, reinforce the concept of the ad by asking the class to look at some of the ads and review what the ad is selling.

MATERIALS NEEDED:

1 sheet of paper to cover a bulletin board
1 old magazine for each child in your class
scissors for each child
glue or paste for each child
bulletin board letters for the words "OUR ADS" (made from construction paper)
bulletin board border (made from construction paper)

EXAMPLE OF BULLETIN BOARD:

SESSION 4

(30 minutes)

OBJECTIVE: Student will discriminate between a picture and an ad.

RELATED SKILL: Student will practice hand-eye coordination skill of cutting and pasting.

*Tom Turkey instructs the children for this activity.

TOM: Howdy pardners! Here I am again. We're going to have a gobbling good time today. Today we are going to make a bulletin board about ads. You are each going to get a pair of scissors and a bottle of glue. Then I want each of you to cut out 4 ads from a magazine. Remember to cut the ads out nice and neat. Try to cut on the lines around the ad. Your teacher will demonstrate this for you.

*(Teacher removes glove puppet and cuts out an ad from a magazine and pastes it on the paper that will be the bulletin board. The teacher replaces the puppet.)

TOM: Does everyone understand how to cut out the ads? After you cut out your ads, please raise your hand and your teacher will check the ads so you can paste them on the bulletin board paper. Well, have fun! I'll see you next session. Bye!!

* Materials needed and directions are found on the following page.

SESSION 5

(30 minutes)

OBJECTIVES: The student will recognize the word ad.
The student will be able to write the word ad.

---

*Tom Turkey introduces the word AD.

TOM: Class, on the chalkboard is written the word ad. a.....d..... Today, we are going to learn to write the word ad. Also I want you to learn to spell ad and then when you see the word in a magazine, book, or newspaper, you will be able to read the word ad. Do you think you can learn to spell, write and read the word ad?

(children respond)

TOM: Good!! Your teacher is going to give you some papers to work on. You will have a paper with the A on it; and a paper with the D on it. Then we will write the word ad which spells ad. Do a good job today! See you soon!

* Tom Turkey disappears in the desk or closet and the teacher hands out papers to work on.

(These papers can be a seat work activity while the teacher works with other groups. Examples of the writing sheets are on the following pages.)

Children can put finished papers in a folder so that the teacher can evaluate their work and give extra help to the children who need the help.

SESSION 6

OBJECTIVE: To write the word ad

RELATED SKILL: To recognize the 8 basic colors and practice size discrimination.

This session will be an evaluation of session 5. It will be a creative art lesson using the word ad. This session is to write the word ad at least 8 times, using different colors for each word, and making each word a different size.

* Tom Turkey will introduce the lesson on the following page. Examples of the art lesson and materials needed are included also.

TOM: How would you boys and girls like to have fun today with your crayons? Do you remember the last time we were together you learned to write the word ad? Today. I want you to get out your crayons. Your teacher is going to give you a sheet of drawing paper. I want you to count your crayons. I want you to write the word ad on your paper with each one of your crayons. I want you write each word a different size too. Make some of the ad words big, some small and some middle sized. I already did my art picture of the word ad. Your teacher will show you my work but I can't leave it for you to look at. When I leave I will have to take it with me. (Display art work for a few minutes.) Have fun class! I've got to be going. So long! (Tom waves good-bye and disappears into the closet--but the teacher calls Tom back.

TEACHER: Tom! Tom will you be back to see us anymore?

TOM: No, I don't think I will. Class, do you know what an ad is?

(class responds)

TOM: Can you recognize the word ad when you see it written?

(class responds)

TOM: Can you find an ad in a magazine?

(class responds)

TOM: Well, that's why I won't be back anymore because you boys and girls aren't "Big Turkeys" anymore. You're all real smart. I'm going to go and find another group of children who are "big turkeys" and teach them to be smart turkeys. It's been a lot of fun knowing you. Bye!

* Tom disappears in to the closet. The teacher also puts art work in the closet and instructs the children again what to do for the art project.

SESSSION 6

MATERIALS NEEDED:

1 drawing sheet for each child size 9" x 12"

8 crayons (basic colors) for each child

---

* (An example of Session 6 activity is found on the following page.)

ad

ad

ad

ad

ad

ad

ad

ad

SESSION 7

Evaluation of capsule by Post-Test.

The post-test will be the same test as the pre-test. You may want to scramble the ads and pictures that are sets so they will be in different set order than the pre-test.

Do the post-test individually. Record the answers on the Post-Test Record Sheet.

On the following page is a post-test record sheet. You will need one sheet for each child.

* Additional activities for the capsule to reinforce the objectives in sessions 1-6.

SESSION 1:

a. Teacher could show a filmstrip on Know An Ad. This could be teacher made or commercially prepared.

b. Show slides on ads. The teacher could take slides of advertisements have them developed, show to class and discuss.

c. Guest speakers could be invited to classroom to discuss ads. Some guest speakers could be advertisement agents; advertisement manager of a newspaper or magazine.

d. The teacher or class could go on a field trip to a newspaper to view the advertisement department.

SESSION 2:

Have children make their own ad booklets. The children could cut ads out of magazines, paste on newsprint pages 8" x 11" and when finished, share booklets with each other.

SESSION 3:

The children cut out large pictures of ads from magazines. The children glue the pictures on 8" x 11" construction paper. Next, the children cut the ad pictures into puzzle pieces. The children then put the puzzles back together. The children can exchange the puzzle with each other and work the puzzles.

SESSION 4:

Children can cut out ads and make collages of the ads by gluing the ads on a piece of art paper.

SESSION 5:

a. The children could practice writing the word ad on the chalkboard.

b. The children could trace the word ad with their fingers on a tactile board.

c. Write ad on a lined cardboard and laminate it or cover the cardboard with clear contact paper. Using a grease pencil, the children could trace the word.

SESSION 6:

a. After writing the word ad in one color, outline the word with other colors.

b. Make the word ad into an imaginary animal.

c. Color a sheet of drawing paper with red making it a dark and solid color. With a black crayon, color over the red, making it dark and black. With a sharp instrument, scrape the word ad on the top of the colors. The black and red will scrape off, outlining the word ad.

Tom Turkey

APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

PRE-TEST RECORD SHEET

Name _____ Date _____

DIRECTIONS: Mark Yes ☒ if the child answers correctly. Mark No ☒ if the child answers incorrectly.

The child is able to recognize the word "ad". 1. Yes ☐ No ☐

Discriminate between pictures and ads.

2. Yes ☐ No ☐

3. Yes ☐ No ☐

4. Yes ☐ No ☐

5. Yes ☐ No ☐

6. Yes ☐ No ☐

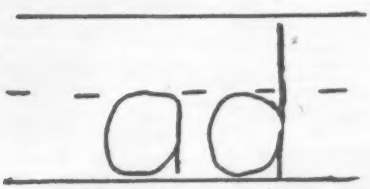
7. Yes ☐ No ☐

8. Yes ☐ No ☐

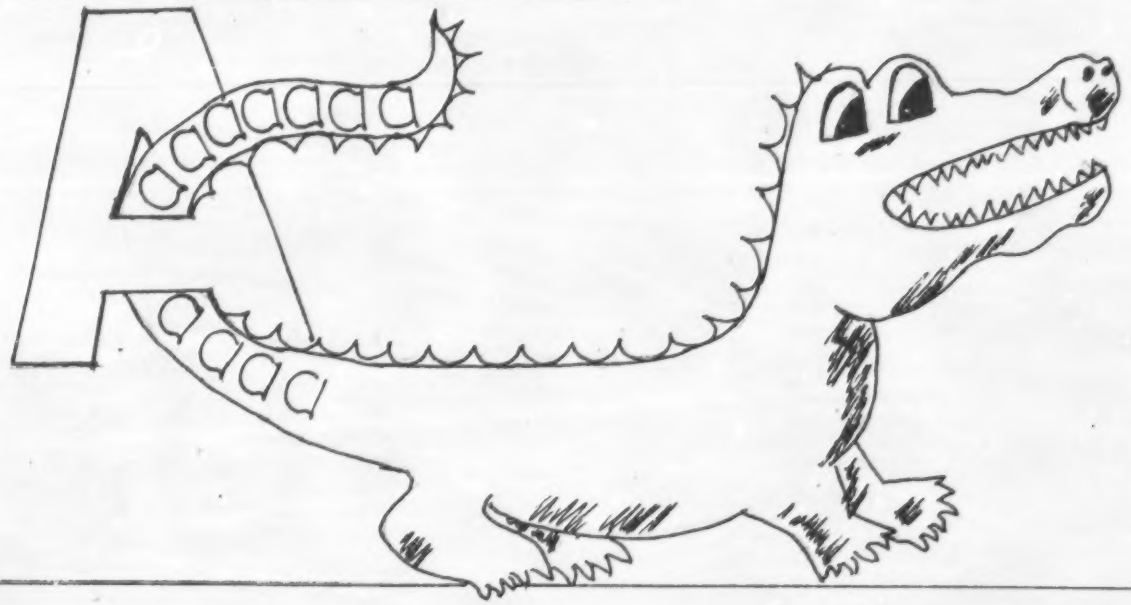
Criteria: The child knows that ads are selling something.

9. Yes ☐ No ☐

The child can copy the word "ad". 10. Yes ☐ No ☐



28



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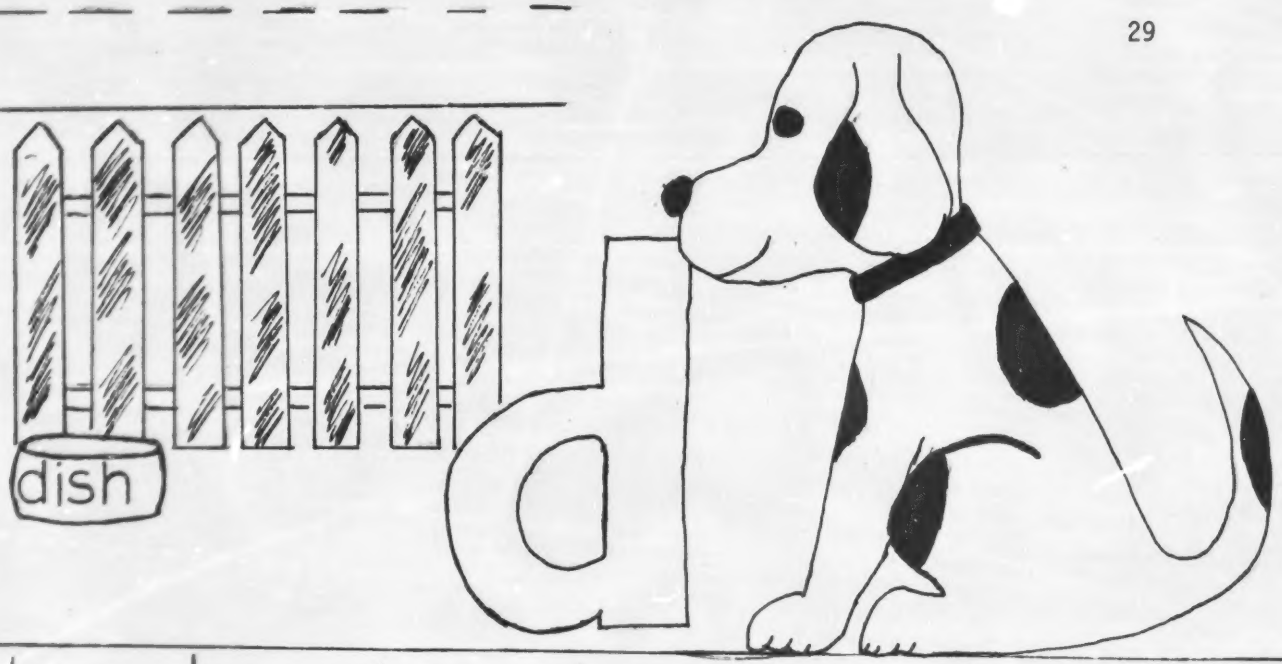

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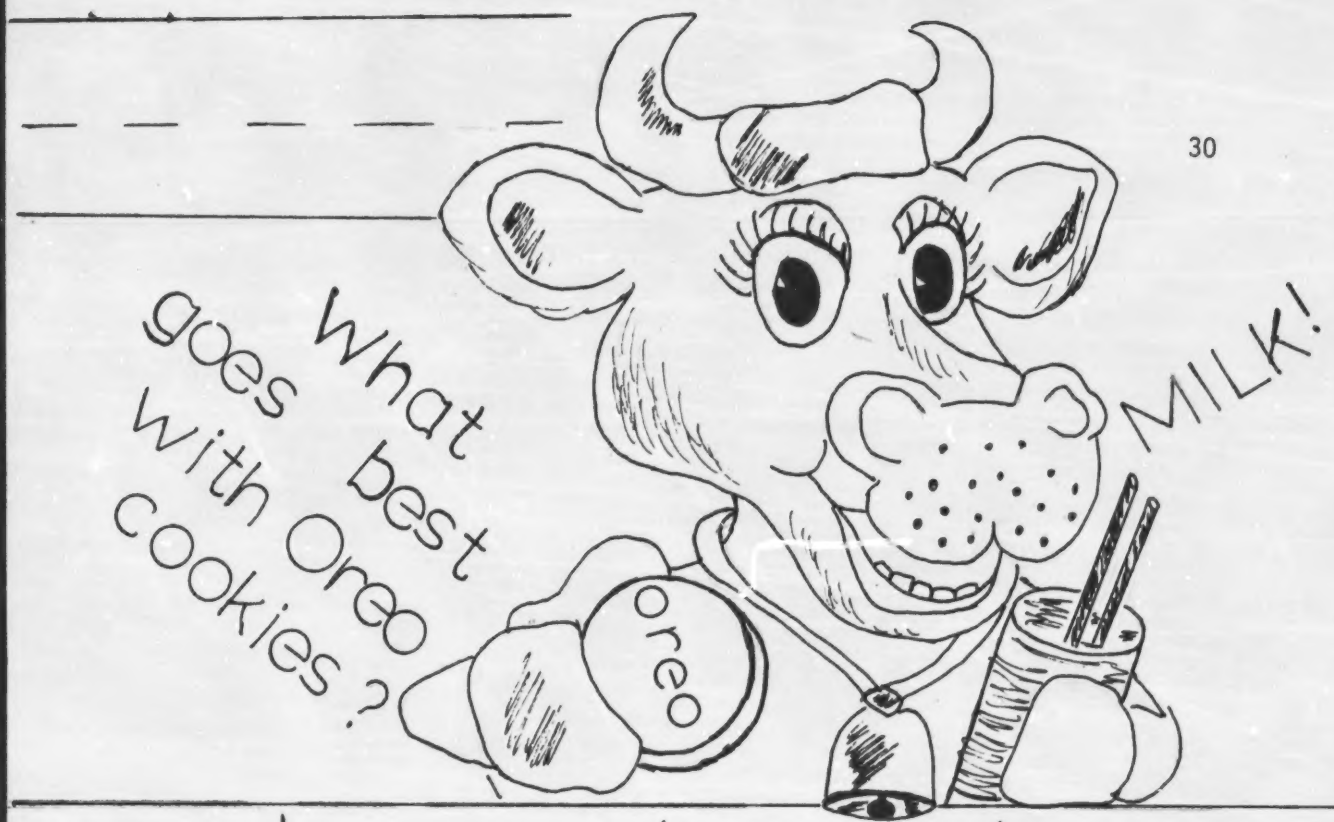

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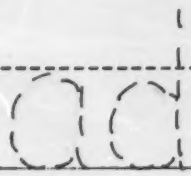
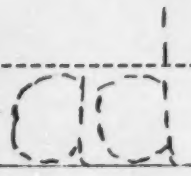
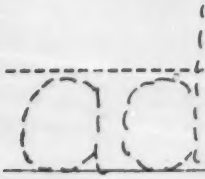
NAME _____ DATE _____

LET'S PRACTICE!

1. ad ad ad ad

2. 

3. 

4. 

5.

KNOW AN AD

POST-TEST RECORD SHEET

Name _____ Date _____

DIRECTIONS: Mark Yes ☒ if the child answers correctly. Mark No ☒ if the child answers incorrectly.

The child is able to recognize the word "ad". 1. Yes ☐ No ☐

Discriminate between pictures and ads.

2. Yes ☐ No ☐

3. Yes ☐ No ☐

4. Yes ☐ No ☐

5. Yes ☐ No ☐

6. Yes ☐ No ☐

7. Yes ☐ No ☐

8. Yes ☐ No ☐

Criteria: The child knows that ads are selling something.

9. Yes ☐ No ☐

The child can copy the word "ad". 10. Yes ☐ No ☐